



FCRB Member Policy and Procedure Manual

A program of the Iowa Child Advocacy Board

<https://childadvocacy.iowa.gov>

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Preamble

The Foster Care Review Board (FCRB) provides an essential service for Iowa children who are removed from their homes and placed in foster care. Under Iowa Code Chapter 237, the FCRB is required to review all cases referred to it to determine if satisfactory progress is being made toward the goals of the child's permanency plan. Summarizing the requirements of Iowa law, this involves a thoughtful and thorough process that includes reviewing:

- 1) Past, current and future status of the child as shown in the case plan itself and through review of case progress reports and other reports the Board requires for a thorough review.
- 2) The efforts of the placing agency to locate and provide services to the biological or adoptive parents of the child that would prepare them for successful reunification with the child.
- 3) The efforts of DHS and the placing agency to facilitate reunification or find a suitable alternative placement if reunion is not feasible.
- 4) And investigating any other problems, solutions or alternatives which may affect the best interests of the child.
- 5) Compliance of all interested parties with the requirements of the case plan. This includes the parents and child involved, along with all service providers whether they contract directly with DHS or are collateral resources from the community that are involved in serving the child and family.

All of the factors listed above have an important bearing on the child's hope for a permanent home that is both safe and successful for the long term. A major focus of the training provided by the Iowa Child Advocacy Board (ICAB) for the dedicated volunteers who step forward to serve as FCRB Members is on how to carry out the five review requirements listed above. The Facilitator trained to assist in conducting its review has experience, knowledge and insight that are available to the FCRB to help ensure that each review requirement is accomplished as thoughtfully and thoroughly as possible and in a way that meets the best interests of the child.

In addition to meeting the requirements of Iowa law, the reviews are constructed to meet federal requirements for a foster care administrative review system. This enables ICAB to draw federal Title IV-E funds to assist in funding the review process. Therefore, accomplishing the review in the manner prescribed in this Policy and Procedures Manual, fully using the assistance of the Facilitator and ICAB Staff is also important to the financial viability of the program.

Section 1: Program Overview

This section provides an overview of the Iowa Foster Care Review Board (FCRB) Program as it relates to the mission, purpose, governance, and affiliations.

1.a. Acknowledgement Letter

Within 15 calendar days of issuance of this manual or subsequent revisions, all staff and contractors who administer, facilitate and support Foster Care Review Boards and all FCRB Members are required to review the material and sign a Letter of Acknowledgement. The signed Member letter will be kept in the Local Coordinator's Member file. (Resource 6a for new members or 6b for annual policy updates)

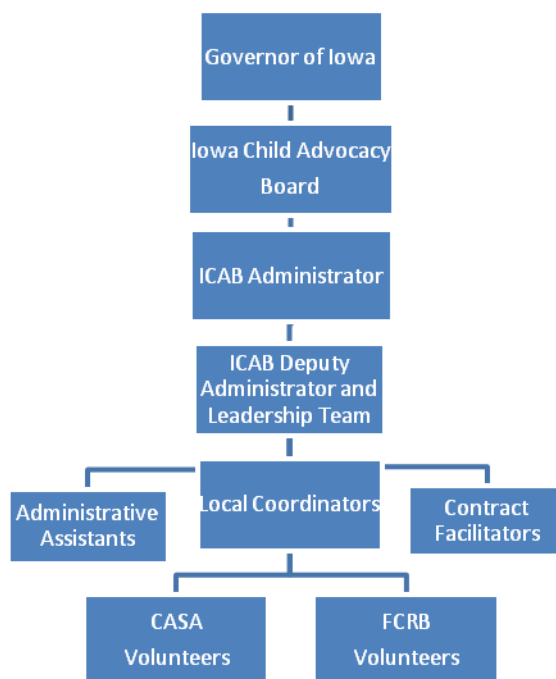
1.b. Mission and Purpose of Iowa FCRB Program

- 1) The ICAB establishes local FCRBs and selects its Members to review cases of children receiving foster care on issues related to each child's case permanency plan.
- 2) The Iowa FCRB program currently includes 31 Boards that have responsibility for reviewing foster care cases in 50 counties in the state. The ICAB has delegated to the Regional Lead Coordinator the responsibility for collaborating with Service Area and local Department of Human Services (DHS) offices and the district courts with jurisdiction over the 50 counties to agree on a Protocol for case review that prioritizes the most pressing review needs of the region's DHS offices and Courts. The Protocol identifies the frequency of case review and the specific types of cases to be reviewed by each FCRB. The timing and frequency of a review of each case also considers the permanency goals, placement setting and frequency of any court reviews of the case.
- 3) The child population served by the Iowa FCRB program includes each child receiving foster care within the specific case types included in the Protocol developed between ICAB, DHS and the Courts. The Protocol may include a child, as defined in Iowa Code Section 234.1 who is described by any of the following:
 - a) The child's foster care placement is the financial responsibility of the state pursuant to section 234.35.
 - b) The child is under the guardianship of the department.
 - c) The child has been involuntarily hospitalized for mental illness pursuant to chapter 229.
 - d) The child is at-risk of being placed outside the child's home, the department or court is providing or planning to provide services to the child and the department or court has requested the involvement of the state or local board.
- 4) The Iowa FCRB program selects only qualified and trained community individuals to serve as Members of Foster Care Review Boards.

1.c. Program Governance

The Foster Care Review Board Program is governed by the Iowa Child Advocacy Board (ICAB) and managed and guided by a Leadership Team that includes the ICAB Administrator and Deputy Program Administrator, Training Specialist and four regional Lead Coordinators with assistance from the IT Specialist and State Office Administrative Assistant. The work of the Foster Care Review Boards (FCRBs) is directly managed and supported by Local Coordinators,

FCRB Facilitators, and Administrative Assistants. The chart on the next page depicts the organizational hierarchy:



Following is a summary of the roles of each of these players in the FCRB Program and process along with the role of the FCRBs.

- 1) **Iowa Child Advocacy Board.** The board is a nine Member volunteer board appointed by the Governor. The Board establishes policy through adoption of Administrative Rules and provides oversight to both the Court Appointed Special Advocate program and the Foster Care Review Board program. The State Board hires and supervises the ICAB Administrator. The Board is responsible for gathering and evaluating administrative data on foster care and reporting the data to the Governor, Supreme Court, Chief Judge of each judicial district, the Department of Human Services and child placing agencies. One method of tracking data for the children served by the FCRB program is the Iowa Child Advocacy Board's Foster Care Review Board Data Base (FCRBDB) data system. The State Board makes recommendations to the Governor, Legislature, Supreme Court, Chief Judge of each judicial district, Department of Human Services (DHS), and child-placing agencies on systemic problems in the foster care and juvenile justice systems, specific proposals for improvements that assist the systems in being more cost-effective and better able to protect the best interests of children, and necessary changes relating to the administrative data it collects.
- 2) **Program Administrator.** The Administrator supports the State Board in its efforts to develop and monitor strategic vision, mission, goals and objectives for the FCRB program and FCRB program policy. With this direction from the State Board, the Administrator develops and manages operational plans to carry out the State Board's approved policies and strategies for achieving program goals and objectives. This includes management of program design, operational procedures, budget planning and spending, organizational design, personnel administration, training, automated system

support for the program, and program measurement and evaluation. The Administrator directly supervises members of the ICAB Leadership Team to provide maximum support for the FCRB program within available resources limits.

- 3) **Deputy Program Administrator.** The Deputy Administrator is the direct formal supervisor of assigned Local Coordinators and Administrative Support staff in the field and ensures program operations comply with policy and are directed as effectively as possible to achieve the State Board's target program performance and outcome goals and objectives. With this knowledge of field operations, the Deputy provides consultation to the Administrator on development of policy, budget, training, organizational design, personnel administration, and automated system development and operation. The Deputy Administrator also guides and directs field staff in the use of measurements and metrics in a manner that increases performance and outcomes. **The Deputy Administrator manages implementation of the ICAB strategic plan including the portions of the plan addressing FCRB program goals and objectives. This includes leading other members of the Leadership Team in developing operational plans, indicators of success in achieving program goals and objectives, collection and analysis of data related to the program progress and success and preparation of reports to policy makers highlighting progress. The Deputy Administrator also develops FCRB operational policies and procedures and guides development of training, automation, program improvements, and acts as the lead worker for the operational work of the ICAB Training Specialist, IT Specialist, and administrative support staff. The Deputy serves as Acting Administrator in the absence of the Administrator.**
- 4) **Lead Coordinator.** For each of the ICAB Regions, a Lead Coordinator works with other staff in the region to design, develop and implement plans for all aspects of program operation within the region. This includes plans related to recruitment, training, supervision and retention of the volunteers who serve as FCRB Members; coordination and collaboration with other players in the child welfare and juvenile justice systems in the region; enhancing diversity within the FCRB's volunteer corps; and ensuring quality, timeliness and achievement of targeted program goals.. In addition, the Lead Coordinator develops plans to enhance cultural humility and competence among staff and volunteers in their work across the cultural dimensions of their communities.
- 5) **Training Specialist.** This Specialist designs and coordinates development and delivery of pre-service and in-service training for FCRB Members and staff throughout the state. This includes leading ICAB's Training Committee which has responsibility for identifying and prioritizing FCRB training needs, identifying Local Coordinators and Administrative Support staff who will be responsible for leading training development and delivery in each key area of subject matter, coaching staff on elements and methods of training design and delivery, and providing training of trainers/Facilitators to develop the training skills of all staff.
- 6) **Information/Technology (IT) Specialist.** This Specialist provides support for the servers, networks, personal computers, printers and other software and hardware needs of ICAB staff and Contractors to perform the duties of FCRB and CASA programming. Oversight and support of ICO, the ICAB website, and the FCRBDBs throughout the state is also included. The Specialist insures the confidentiality and safeguarding of the electronic case files and records, and creates special queries and reports for ICAB administration. The IT Specialist also serves as an internal "help desk" for technology-related ICAB questions and issues.

- 8) **Local Coordinator.** A Local Coordinator provides overall coordination and management of the FCRB program in each county or cluster of counties where a Foster Care Review Board is assigned. The Local Coordinator carries out plans developed in consultation with the Lead Coordinator to recruit, train, supervise and retain FCRB Members; collaborate with judges, DHS workers and others involved in the community's child welfare and juvenile justice systems; increasing local Board diversity and cultural competence; overseeing FCRB and processes to ensure a high degree of quality; and reviewing/approving FCRB reports for submission to the Court.
- 9) **Foster Care Review Board Facilitator.** A Facilitator is assigned to each local Board to assist with the review process; document the discussion, findings and recommendations of the Board; prepare the Board's report to the Court; and help manage the transmission of case documents to FCRB Members and retrieval from them upon completion of the review. The Facilitator helps ensure that all considerations in each case are fully covered and that the Board's reports to the Court are of high quality. The Facilitator keeps the Local Coordinator for the Board fully apprised of the Board's work, communicating, in particular, any requests or issues the Board needs the Local Coordinator to consider.
- 10) **State Office Administrative Assistant.** This position aids ICAB by completing Member background checks, agency time sheets, supply orders, billings/invoices, and support for the ICAB state board. The State Office AA provides website management/updates, and produces the quarterly newsletter. Other tasks involve pre-service training registration, internal "help desk" for technology-related ICAB questions and issues, and maintenance of the digital dashboard measuring employee performance.
- 11) **Administrative Assistant.** The Administrative Assistant (AA) identifies and schedules the foster care cases that need to be reviewed for each meeting, in accordance with the protocol established for the FCRB, notifies the caseworker and all interested parties of the scheduled review time for each case, ensures that each FCRB Member has complete and updated information for the review, and collects any physical records for safeguarding upon completion of each review. The AA ensures that case and demographic data and records related to the case are entered correctly in ICAB's automated data systems. Any special requests about case reviews from FCRB Members, Facilitators, Local Coordinators, caseworkers and other interested parties are handled by the AA as well.
- 12) **Foster Care Review Board Members.** Upon completion of pre-service training requirements, the FCRB Member begins participation on the local Board at its next meeting. The Board responsibilities are to review the case of each child receiving foster care assigned to the local board by the state board to determine whether satisfactory progress is being made toward the goals of the case permanency plan. The Board operates in accordance with several specific requirements for the review process established in Iowa law. Once all information is gathered, the Board works with the FCRB Facilitator to develop the observations, findings and recommendations that will be included in the Board's report to the court.

Section 2: Ethical Conduct

This Code of Ethics provides FCRB Members and staff with guidelines for professional behavior and ethical conduct. Members and staff shall abide by this Code of Ethics and all laws and regulations governing their activities.

2.a. General Ethical Conduct Policy

- 1) FCRB Members and staff shall uphold the credibility and dignity of the program by conducting all business in an honest, fair, professional and humane manner.
- 2) FCRB Members and staff shall not use their authority inappropriately, nor condone any illegal act or unethical practice related to the program or community. Employees, FCRB Members and State Board members shall immediately notify the ICAB office of any criminal charges filed against them.
- 3) FCRB Members and staff shall not use the FCRB program to promote personal gain through the inappropriate use of good/materials, confidential information or by abuse of their position.
- 4) FCRB Members and staff shall avoid any action that could adversely affect the confidence of the public in the integrity of the program.

2.b. Conflict of Interest Policy

- 1) A conflict of interest occurs when a FCRB Member or staff is in a situation where their personal involvement or private interest could lead to the disregard or appearance of disregard of the responsibility to discharge an official public duty in an objective and fair-handed manner.
- 2) FCRB Members and staff shall handle conflicts of interests related to their positions associated with Local FCRB as follows:
 - a) FCRB Members and staff shall not engage in any activity that might create a conflict of interest with their position as a member of or staff for the Local FCRB.
 - b) If a possible conflict of interest with the FCRB position arises for a FCRB Member, staff member or facilitator, the person is expected to report the conflict immediately to the Local Coordinator (Lead Coordinator if the Local Coordinator is the person with the conflict) and remove the conflict to the satisfaction of the Local Coordinator (Lead Coordinator if the Local Coordinator is the person with the conflict) or resign from the position.
 - c) If the FCRB Member, staff member or facilitator does not 1) report the conflict or 2) fails to remove the conflict or resign the position after reporting the conflict, the Local Coordinator shall report the conflict immediately to the Lead Coordinator for the area and Administrator for resolution. In this circumstance, the Administrator shall report the conflict and the manner in which it was handled to the State Board.
 - d) If any Local FCRB member, staff member or facilitator fails to disclose a potential conflict of interest prior to becoming involved in a transaction or decision affected by the conflict, appropriate discipline or dismissal will be implemented.

2.c. Non-Discrimination Policy

- 1) The FCRB program will serve and respond to requests without bias because of race, religion, sexual orientation, gender, age, national origin or handicap.
- 2) The FCRB Members and staff shall be trained in the operations of the court, child welfare systems, and in the dynamics of child abuse and neglect.

- 3) The FCRB Members and staff must respect a child's inherent right to grow up with dignity in a safe environment that meets the child's best interest, first and foremost with a biological parent if the parent is able to provide a minimum sufficient level of care to the child.
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Section 3: Public Communication and Relations

Lead and Local Coordinators will maintain a proactive working relationship with judges, attorneys, DHS, service providers and other parties involved in cases, as well as maintain a positive community presence. Public support is a significant factor in maintaining program credibility and sustainability

3.a. Public Communication Strategy

Lead and Local Coordinators are responsible for conveying information about the FCRB program to the public in their assigned areas. They carry out an ongoing program of public information and education that promotes an understanding of the program's purpose, function and place in judicial proceedings and the child welfare system. The ongoing program includes the following features.

- 1) At least annually, the Lead and Local Coordinator shall assess the FCRB's working relationship for the counties involved with local judges, county attorneys, children's lawyers and GALs, DHS and contracted service providers.
 - a) The assessment process shall include personal contact with each of these system partners.
 - b) Based on the assessment, the Lead and Local Coordinators shall develop a plan that builds upon the FCRB's successes in advocating for children and addresses any areas needing improvement.
- 2) Outreach to make known the FCRB program's role, functions and capacities to other agencies, community organizations, governmental bodies and corporations as appropriate. Lead and Local Coordinators shall perform public speaking engagements in accordance with the public communications strategy.
- 3) The FCRB program works closely with representatives from the legal and social services communities, other child advocacy programs, community service and civic groups as well as with businesses to accomplish its purposes and to foster interagency collaboration and coordination of services. Local Coordinators are encouraged to participate in child welfare collaborations within their communities.
- 4) When using social media for public communication, FCRB Members and staff shall comply with the written ICAB Social Media Policy. (Resource 1)

3.b. Crisis Management Strategy

ICAB and the FCRB program are committed to a preemptive, agency-wide approach to planning for crisis management:

- 1) All FCRB staff are directly supervised and guided by the ICAB Leadership Team. Staff members shall immediately report to the Program Administrator, Deputy Administrator

and assigned Lead Coordinator concerns, questions and information which might have a significant impact on the program's credibility, reputation or funding. Crisis examples may include failure to adhere to program policy resulting in harm to a child, or media providing negative information about the work of the program.

- 2) All Lead Coordinators shall inform FCRB Members of the need to report similarly to their Local Coordinator.
- 3) The Leadership Team members involved will assess situations with gathered facts, and inform as appropriate other key contacts (e.g. ICAB Chair; Department of Inspections and Appeals (DIA); Iowa Governor's Office; the court, other state agencies) about the developments involving the Iowa FCRB program and the potential significant negative impact on program goals or operations.
- 4) If a crisis arises at a state level which would affect a particular local program, the Administrator or Deputy Administrator shall inform the affected Lead and Local Coordinator(s) of the situation.
- 5) Legal and media issues will be directed toward the appropriate state-level personnel. Written responses will be prepared and released in a clear, concise manner with the guidance of DIA/Iowa Governor's Office.
- 6) The involved Leadership Team members shall address the crisis intervention needs of FCRB Members. Staff needs will be addressed on an individual basis, in consultation with the affected person(s). Intervention shall be initiated within 72 hours of the incident.

3.c. Media and Legislative Contact Policy

- 1) FCRB Members and staff shall not comment on any case to the media or legislators and shall not discuss information about cases with the media or make arrangements for interviews of children or parents, regardless of their consent. The FCRB program does not exploit children and families to receive media attention.
- 2) If contacted by the media or a legislator regarding a case or the FCRB program, FCRB Members shall contact the Local Coordinator, and the Local Coordinator shall contact the Lead Coordinator to determine the plan for responding. Lead Coordinators may consult with the Program Administrator or Deputy Administrator as needed. Members may participate in providing the response if deemed appropriate through consultation between the Lead and Local Coordinator. If the Member is interviewed by the media or a legislator, the Local Coordinator shall be present to assist in clarifying any policy and practice points needed to ensure accurate understanding.

Section 4: Promoting Cultural Competence

ICAB is committed to ensuring an equitable and fair outcome for *all* children. FCRB Members and program staff strive to increase their understanding of cultural differences and to develop competence in working with children and families with cultural backgrounds different from their own. Members and staff strive to understand the impact of racial and ethnic differences that may contribute to the disproportionate representation of children and families of color in the child welfare system.

To better understand the issue of disproportionality, all FCRB Members and staff shall review NCJFCJ's *Disproportionality Rates for Children of Color in Foster Care* which is available at <http://www.ncjfcj.org/resource-library/publications/disproportionality-rates-children-color-foster-care-2013-technical>.

4.a. Cultural Competence and Cultural Humility

Using training resources and other learning opportunities provided by the Training Specialist and ICAB's Lead or Local Coordinators, all staff and FCRB Members are expected to develop:

- 1) A sense of cultural humility, that is, the ability to maintain an approach in interpersonal relationships that is open to the aspects of cultural identity that are most important to the children and families served by the FCRB program, and
- 2) Increased individual and team cultural competence, that is, a set of principles, behaviors and practices that, together, enable the FCRB program to work effectively in cross-cultural situations.

4.b. Community Partnerships

Staff shall identify and promote opportunities for FCRB Members to partner with child welfare providers and court representatives to increase cultural humility and cultural competence in a manner that helps identify and address the root causes of disproportionality in child welfare and justice systems.

Section 5: FCRB Member Retention and Training

5.a. Member Term

- 1) The term of a local board Member's appointment shall not exceed **three** years. The Local Coordinator shall fix the tenure of individual appointments so that fewer than one-**third** of the membership's terms expire in a given year. ICAB recognizes the significance of having experienced Members on local boards. Upon completion of a term, Members will participate in a progress review. Members may be re-appointed for additional terms. There are no term limits.

5.b. Member Training Requirements

- 1) Prior to being sworn in, the prospective Member shall schedule and complete 10 hours of training with the Local Coordinator. This individualized training is typically provided locally at a time convenient for both the Local Coordinator and the prospective Member.
- 2) In-Service Training
 - a) A FCRB Member shall complete a minimum of 6 hours of in-service training annually, prorated for the member's start date during the year. The training includes a required session on securing and maintaining confidential information.
 - b) The required annual amount of in-service training time is built into each Board's review schedule. Some of the training topics are selected by the ICAB Leadership Team as required training topics to be provided on a cyclical schedule. This will include refresher training on such topics as safeguarding confidential hard copy and automated information and documents, Board review and reporting expectations,

and frequently occurring child and family issues such as domestic violence, mental health and substance abuse. Most other topics are selected by the Local Coordinator to meet the specific learning needs of the Members of the FCRB.

5.c. Member Retention and Recognition

- 1) Local Coordinators shall establish an active plan for recognizing Members and rewarding good work.
- 2) Local Coordinators shall maintain a personal, yet professional relationship with the FCRB Members.
- 3) Local Coordinators will request Members to approve or deny permission to take and print Member photographs online and in ICAB publications. If ICAB seeks to use Member photographs for any other purpose, specific permission will be requested for that purpose.
- 4) The administrator shall develop a local board member evaluation process. The local board coordinator shall complete the evaluation process at least once for each local board member during the member's three-year term. The local board coordinator shall consider the results of the evaluation when determining whether to seek appointment of the local board member to a successive term. When submitting a written selection rationale statement to the child advocacy board for a local board member to serve a successive term, the local board coordinator shall include a summary of the evaluation results for that member.
- 5) A local board member may serve continuous successive terms when selected and approved in accordance with this rule.

5.d. Dismissal of a FCRB Member

- 1) Grounds for removal are:
 - a) Not attending mandatory training sessions.
 - b) Missing two consecutive board meetings or four board meetings in a year's period, without justifiable cause as determined by the Local Coordinator.
 - c) Releasing confidential information pursuant to Iowa Code sections 600.16, 217.30, 235A.15, 237.21, chapters 21 and 22 and other statutory provisions requiring confidentiality.
 - d) Any action or behavior that is inconsistent with the purpose and objectives of Iowa Code sections 237.15 to 237.22, the board, and these rules.
- 2) The Local Coordinator will inform the Administrator if grounds for removal of a Member are evident.
- 3) If in agreement, the Administrator shall write a letter requesting the state board to take action with specific cause and nature of the cause for removal of local board Members. Copies of this request will be given to all state board members and the person in question at least 15 calendar days in advance of the state board meeting where a decision will be made.
- 4) The person in question may enter written or oral testimony to the state board 10 calendar days in advance for the state board's consideration.

- 5) The state board shall make the final decision by an affirmative majority vote when a quorum is present, with no further appeal available. Written notice of the decision will be given to the local board Member and will be reflected in the board minutes.
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Section 6: FCRB Review Process

6.a. Review Preparation

- 1) FCRB Members will receive case file information one month prior to the review day. Members are expected to read the case file information to become familiar with the cases and be prepared to ask questions during the review process.
- 2) Each case is assigned a Lead Questioner. The Lead Questioner is responsible for the following:
 - a) Preparing a case summary to share with the Board prior to the review. The Lead Questioner Worksheet (Resource 2) provides a guide for documenting specific information from the case file and contains the CFSR questions that the Board is responsible for completing.
 - b) Identifying potential barriers to permanency for the case. Upon completion of the review, the LQ will complete the Barriers to Permanency worksheet (Resource 3) and identify the top three barriers. The facilitator will collect the worksheets. Information will be collected to address systemic issues identified by review boards.
- 3) Members need to keep track of time spent on reading files and preparing for the review day. This information is collected at each review day.
- 4) If a Member is not able to attend a review day, he/she must contact the local FCRB office AA or coordinator. Staff needs to ensure quorum for the day and the AA will reassign Lead Questioner responsibilities as needed.

6.b. Conduct of the Review

- 1) Purpose of the review. Iowa law requires each review to consider the following:
 - a) The past, current, and future status of the child and placement as shown through the case permanency plan and case progress reports submitted by the agency responsible for the placement of the child and other information the board may require.
 - b) The efforts of the agency responsible for the placement of the child to locate and provide services to the biological or adoptive parents of the child.
 - c) The efforts of the agency responsible for the placement of the child to facilitate the return of the child to the home or to find an alternative permanent placement other than foster care if reunion with the parent or previous custodian is not feasible. The agency shall report to the board all factors which either favor or mitigate against a decision or alternative with regard to these matters.
- 2) The review steps.
 - a) Facilitator will arrive at board location to have room set up and signs placed prior to administrative time.

- b) Facilitator will lead administrative time to see if Board has any questions, concerns or possible conflicts of interest regarding the day's agenda.
- c) Facilitator will pass out necessary documents
 - Chair Meeting Summary
 - Chair Announcement to IPs
 - Hours/Miles Tracking Sheet
- d) Previewing the first case of the day immediately follows with the LQ reading information to the Members from the LQ Worksheet (Resource 2). The information is to familiarize the Members with the case particulars. This includes answering the Child and Family Services Review (CFSR) Findings, and facilitating any needed discussion. The Worksheet information is to be largely completed by the LQ from information in the case file materials. As additional or corrected information comes from testimony, the LQ updates the Worksheet. The Facilitator also distributes any late-arriving written information regarding the pending review, and alerts the Board Members to any recorded reports to be played during the review.
- e) Facilitator will go to the waiting area to greet the IPs, and lead them to the meeting room. If an interested party brings a support person outside of the nuclear family (relative, friend, significant other, etc.), the Facilitator will ask the Interested Parties if they are in agreement to the individual sitting in on the review.
 - If there are no objections, the Facilitator will have the IPs sign the Release Form and have the individual sign a confidentiality agreement before the individual participates in the review. Confidentiality forms need to be signed by all persons 18 years or older who are not interested parties to the case and were not invited to the review by the local FCRB office.
 - If there are objections, the individual can provide a statement to the Board prior to the review discussion and after providing the statement, the individual needs to leave or remain in the waiting area until the conclusion of the review if they came with an IP.
- f) Facilitator will use the Facilitator Outline for a Review and read statement "We are here today in the interest of (youth name). Let me begin by introducing those present to the board."
- g) Facilitator will introduce interested parties by name and relationship to the child; introduce any foster parent by first name only if the placement is sequestered, per information from DHS reports or communications.
- h) Board chairperson will read statement regarding confidentiality and board experience [If all IPs have previously participated in a review, the Chairperson will still read the first paragraph but the rest of the statement is then optional]
- i) Board Chairperson will hand off review to Lead Questioner (LQ) for case.
- j) Lead Questioner will use the LQ Worksheet and Outline (Resource 3) to guide the review. If parents or youth are present, the LQ should begin by asking them for updates or specific questions before asking other Interested Parties for information.
- k) Lead Questioner will ask Facilitator if there is any recorded or written testimony. Facilitator will take notes during the review.

- l) At the conclusion of the review the Facilitator makes the following statements:
- We are nearing the end of our discussion time. Are there any final questions before I summarize?
 - Facilitator states “The Board will send a report to the Juvenile Court Judge with its findings and recommendations.
 - I will read back information that has been presented to the Board. Please listen carefully and make any corrections that are needed. I will then ask the board Members for their findings and recommendations.
 - (Youth) entered the foster care system due to (reason). This is the (number) review for this youth. The next scheduled in-court review is (date). The next FCRB review is (month, year).
 - Today, the FCRB reviewed the case permanency plan dated (date), which lists needs (or concerns and the desired outcomes). Regarding progress, the FCRB today finds”:
 - Beginning with the Child Well-being Domain, state the need area and the corresponding testimony. Repeat this process through all Domains.
 - When done, again ask for any additions, deletions, or corrections to that part of the report. If conflicting points of view are given, state both and include them in the Board Report.
 - If it appears to the Facilitator or any Board Member that private discussion before completing the Findings and Recommendations would be helpful, the Facilitator may ask if the Board wants five minutes for private discussion before making its findings and recommendations:
 - If yes, the Facilitator will escort the Interested Parties to the waiting area. Keep the break to the five minute limit.
 - Write the Findings and Recommendations.
 - Facilitator will bring Interested Parties back to the meeting room and read the Findings and Recommendations.
 - Facilitator will guide Interested Parties to the door, and hand out Comment Cards for completion in the waiting area.
 - Facilitator will thank Interested Parties for their participation.
- If a five minute break is not needed, the Facilitator will continue. If the FCRB had made recommendations in the previous review of this child/sibling group, the Facilitator will read back each Prior Recommendation and ask the FCRB if it should be marked “Achieved,” “Not Achieved,” “Ongoing,” or “No longer applicable.”
- k) At the conclusion of the review, the LQ will complete the Barriers to Permanency form (Resource 4) by determining if barriers exist that hinder the child’s achievement of permanency. Permanency is legally defined to mean that a child has “a safe, stable, custodial environment in which to grow up, and a lifelong relationship with a nurturing caregiver.” The LQ will circle up to three top barriers as noted in the written documents and testimony, and give the form to the Facilitator for return to the AA.

- l) Prior to starting the next review on the agenda, the LQ will summarize the case. The Facilitator will see if there are any questions or concerns. Repeat the above process for next reviews.
 - m) At the conclusion of the review day the Facilitator will ensure that Comment Cards are collected from participants, that Members submit time (preparation, board day and travel time) spent and mileage for the Board day and confirm Lead Questioner assignments for the next meeting.
 - n) Facilitator will go over Comment Cards received during the day's review.
 - o) Per the agenda, the Facilitator will lead training topic.
- 3) Dealing with threats, violence or safety concerns.
- a) Sometimes written reports or other information supplied by DHS or other sources indicates that a person or persons invited to participate in a child's review has a past history of violence. In such instances, it is prudent for the Local Coordinator to consult with the Facilitator and the Chairperson to determine whether to alert local law enforcement of the time and location of the review, for quick intervention if needed.
 - b) Occasionally a review situation may produce an overt or perceived threat to the welfare of persons involved in the review setting. Threatening or violent behavior is not to be tolerated. The Facilitator is to inform the person of the need to demonstrate control of their behaviors; if that is not workable, the person can be dismissed from the review, or the review cancelled altogether.
 - c) Safety is a primary concern for all participants, and prudent action by the Facilitator and Members is expected. Devising a safety plan in advance (eg, arrangement of the room to allow unobstructed exit, available cell phone for dialing 911) is advised.
- 4) FCRB Members and Facilitators will handle conflicts of interest related to their participation in case reviews by a local board as follows:
- a) If a Facilitator has a conflict of interest regarding a child or family, (s)he will contact the Local Coordinator to arrange for the review to be conducted by staff or another contract facilitator.
 - The Coordinator will notify the AA of any facilitator changes.
 - The AA will amend facilitators' invoices to reflect any necessary changes.
 - The AA will ensure that the substitute facilitator has case file documentation for any case (s)he will facilitate.
 - The Facilitator with the conflict will leave the meeting room for the duration of the review, and will not participate in any portion of testimony, deliberation or Board Report findings or recommendations.
 - b) If a FCRB Member has a conflict of interest regarding a child or family, (s)he will notify the AA and Local Coordinator of the need to be recused from the identified review.
 - The AA will ensure quorum for the review.
 - The AA will reassign lead questioner responsibility if needed.
 - The AA will notify the Facilitator.

- The Member with the conflict will leave the meeting room for the duration of the review, and will not participate in any portion of testimony, deliberation or Board Report findings or recommendations.
- 5) Dealing with Interested Party requests to tape record a foster care review board meeting
 - a. Due to the need to maintain the confidentiality of the information shared during a foster care review board meeting, ICAB does not allow any participant to record the meeting with the exception of the FCRB facilitator who may record his/her read back of the information that will be in the foster care review board report.
 - i. If a Facilitator chooses to record his/her read back, (s)he must disclose to the interested parties that the read back is being recorded to assist in writing the board report.
 - ii. Any recordings of read backs must be erased when reports are distributed at 15 calendar days post-review.
 - 6) Handling a case when no Interested Parties attend or provide written or recorded testimony
 - a. Foster care review board reports will be submitted for scheduled reviews where there is no interested party attendance or written/recorded testimony.
 - b. The Facilitator will document lack of attendance and/or participation and include recommendations by the Board based on what information was available in the file.
 - c. Facilitators are paid for the report.
 - d. AA will reschedule the review.

6.c. Case File Management – Distribution and Collection of Documents

- 1) For monthly Boards, the AA will prepare for Board Members the meeting agenda and case files needed for the upcoming FCRB meeting and mail or deliver to the Facilitator. Frequently, documents will arrive at ICAB after the case files have been mailed or delivered. This requires the AA to provide a “second mailing” of documents to the Board Members, and to notify the Facilitator of the specific, new documents to access on ICO. If there are technical issues preventing the Facilitator from accessing ICO, then the AA will email the pertinent documents to the Facilitator. At the end of each monthly Board meeting, the Facilitator will deliver the case files for the subsequent review to Board Members, collect documents files and Board Member notes for cases reviewed at the meeting, and mail or deliver the collected materials to the AA for safekeeping until the next scheduled review of the cases.
- 2) For bi-monthly Boards, the AA will prepare the needed case files and mail or transmit via ICO to the Board Members 30 calendar days in advance of the meeting. The Facilitator will collect the files and notes from the Members at the end of the meeting and mail or deliver the materials to the AA for safekeeping until the next scheduled review of the cases.

6.d. FCRB Hearing Cancellation

- 1) Cancellation of individual reviews.
 - a) When a child/group scheduled for review returns home or is adopted prior to the review day, the AA will remove the child/group from the agenda and revise the

agenda accordingly. The revised agenda will be sent to appropriate DHS staff and Facilitator and FCRB Members.

- b) If the child goes home within 2-3 calendar days of the scheduled review, then the AA will enter “training” into the vacant slot instead of changing other review times due to short notice.
- 2) Cancellation of FCRB meetings, due to inclement weather.
 - a) For weather-related issues, the Local Coordinator will consult with the Facilitator and Chairperson to make a determination about delaying or canceling an FCRB meeting day.
 - b) If a change is determined to be necessary, the Local Coordinator will inform the AA who will immediately notify the Members and IPs about the delay/cancellation.
 - c) The Local Coordinator/AA will also notify the meeting facility about the cancellation.
- 3) Cancellation of FCRB meetings due to meeting facility issues.
 - a) If the facility used for the FCRB meeting is closed on the day of the meeting with little notice, the Facilitator will consult with the Local Coordinator to determine whether another convenient, alternate facility is available. If no facility is available, the Facilitator will notify the Board Chairperson and the FCRB meeting will be cancelled.
 - b) Local Coordinator will inform the AA who will immediately notify the Members and the IPs about the cancellation.
- 4) Rescheduling a cancelled FCRB meeting.
 - a) When a meeting day is cancelled, the Local Coordinator will determine a new date for the reviews to be held after checking with the Board Members, meeting location and Facilitator about availability. The Local Coordinator will notify the AA of the new date.
 - b) AA will revise the agenda and send it to the agenda recipients and Members, and will send new notifications to IPs.

6.e. Foster Care Review Board Leadership

- 1) Annually (generally during December) every FCRB will hold an election for the positions of Chairperson and Vice Chairperson. The Facilitator is to preside over the election process as outlined in the FCRB Facilitator Handbook. **See Resource 5: Chair and Co-Chair Responsibilities.**
- 2) At the end of a Board Member’s term, the Member will participate in a progress review of his/her service to the FCRB.
- 3) It is important for the Facilitator to meet the needs of the Members and to complete the requirements in the contract with ICAB. To assist with this process, evaluations will be completed at least annually, and more often as desired by ICAB. The forms used to help compile information are the Member Assessment of Facilitator Services and the Staff Assessment of Facilitator Services. Results will be shared with the Facilitator by the Local Coordinator. This is intended to help maximize performance and satisfaction with the services under contract.

Section 7: Records

7.a. Case Record Management

- 1) The FCRB program utilizes Iowa CAB Online (ICO) and the FCRBDB to maintain complete, accurate and current records for each case reviewed. Case data and records are entered into the ICO and FCRBDB systems.
- 2) Members may take handwritten notes from electronic or paper records they review for use in review hearings. At the conclusion of the hearing, the Members will turn the handwritten notes over to the Facilitator who will return them to the AA for retention until case closure.
- 3) An ICAB staff member, contractual Facilitator or FCRB Member who is authorized to have paper copies of records or handwritten notes of records in their possession shall **make concerted efforts to** store those records when not in use in a locked container within a locked area where the records are not accessible to others.
- 4) FCRB case records are stored in ICO indefinitely for purposes of program and systemic analysis.
- 5) When a FCRB Member discontinues a term on the Board, the Local Coordinator shall make timely arrangements to retrieve any documents that have been transmitted to but not collected from the Member.

7.b. Confidentiality of FCRB Records and Data

- 1) All program staff and FCRB Members must respect the child's right to privacy by maintaining the confidentiality of each case record. All data, records and documents collected or created by ICAB or the FCRB are confidential and may be released only in compliance with federal and state laws, regulations and rules. In addition, confidentiality shall be maintained in accordance with the requirements of the Memorandum of Understanding (MOU) between ICAB (as an attached unit of the DIA) and the DHS.
- 2) All ICAB staff, contractual personnel and FCRB Members shall sign and take an Oath of Confidentiality to commit to maintaining confidentiality of FCRB data and records in accordance with all provisions of this manual.
- 3) Iowa Code Chapter 237 establishes the FCRB program and the requirements under which it operates.
 - a) Sub-Sections 2a and 4a establish specific requirements for distribution of FCRB reports, as follows
 2. a. Submit to the appropriate court within fifteen days after the review under subsection 1, the findings and recommendations of the review. The local board shall ensure that the most recent report is available for a court hearing. The report to the court shall include information regarding the case permanency plan and the progress in attaining the permanency goals. The report shall not include issues that do not pertain to the case permanency plan. The findings and recommendations shall include the proposed date of the next review by the local board. The local board shall notify the persons specified in subsection 4 of the findings and recommendations.

4. a. Notify the following persons at least ten days before the review of a case of a child receiving foster care:

- (1) The person, court, or agency responsible for the child.
- (2) The parent or parents of the child unless termination of parental rights has occurred pursuant to section 232.117.
- (3) The foster care provider of the child.
- (4) The child receiving foster care if the child is fourteen years of age or older. The child shall be informed of the review's purpose and procedure, and of the right to have a guardian ad litem present.
- (5) The guardian ad litem of the foster child. An attorney appointed as guardian ad litem shall be eligible for compensation under section 232.141, subsection 2.
- (6) The department.
- (7) The county attorney.
- (8) The person providing services to the child.
- (9) The child's attorney.

b) Iowa Code Section 237.21 sets forth specific confidentiality requirements for FCRB records:

237.21 CONFIDENTIALITY OF RECORDS -- PENALTY.

1. The information and records of or provided to a local board, state board, or court appointed special advocate regarding a child receiving foster care and the child's family when relating to the foster care placement are not public records pursuant to chapter 22. The state board and local boards, with respect to hearings involving specific children receiving foster care and the child's family, are not subject to chapter 21.
2. Information and records relating to a child receiving foster care and to the child's family shall be provided to a local board or the state board by the department or child-care agency receiving purchase-of-service funds from the department upon request by either board. A court having jurisdiction of a child receiving foster care shall release the information and records the court deems necessary to determine the needs of the child, if the information and records are not obtainable elsewhere, to a local board or the state board upon request by either board. If confidential information and records are distributed to individual Members in advance of a meeting of the state board or a local board, the information and records shall be clearly identified as confidential and the Members shall take appropriate steps to prevent unauthorized disclosure.
3. Members of the state board and local boards, court appointed special advocates, and the employees of the department and the department of inspections and appeals are subject to standards of confidentiality pursuant to sections 217.30, 228.6, subsection 1, sections 235A.15, 600.16, and 600.16A. Members of the state and local boards, court appointed special advocates, and employees of the department and the department of inspections and appeals

who disclose information or records of the board or department, other than as provided in subsection 2, are guilty of a simple misdemeanor.

- 4) The MOU between DIA (ICAB) and DHS requires that DIA (ICAB) will assure the Confidentiality of the Child Advocacy Board and the FCRB, as follows
- a) Child Advocacy Board and FCRB personnel and volunteers who disclose information or records of the Child Advocacy Board, FCRB, or DHS other than as provided in Iowa Code subsection 237.20(2), may be guilty of a serious misdemeanor.

Protected information includes:

- The names and addresses of applicants and recipients and types of services and amounts of assistance provided (unless excepted under Iowa Code 217.30(4);
 - Information related to the social and economic conditions or circumstances of a particular individual including wage information (see Iowa Code Section 217.30) obtained from the agency administering the state unemployment compensation laws or from the Social Security Administration;
 - Agency evaluation of information about a particular individual;
 - Medical or psychiatric data, including diagnosis and past history of disease or disability, concerning a particular individual; and
 - Child abuse information as defined in Iowa Code Section 235.13.
- b) In the event of the issuance of a subpoena for DHS records or for a Child Advocacy Board or FCRB representative to testify regarding the client, the Child Advocacy Board or FCRB will call the Court's attention through the Attorney General to the federal and state law provisions against release of information.
- c) The same policies and procedures will be applied for requests from government bodies, the courts, or a law enforcement official as with any other outside source.
- d) Procedures for safeguarding information apply to computer system data as well as hard copy of foster care administrative review files.
- e) In accordance with Iowa Code Section 217.30, Child Advocacy Board and FCRB personnel have no independent authority to release confidential data other than as required by Iowa Code.
- 5) Subpoenas. A subpoena is a writ, generally issued by a court, to compel testimony or evidence. The case records and information made available to Members, Facilitators, and staff is privileged and confidential per Iowa code. In the event that a subpoena is issued with regard to the FCRB program:
- a) Immediately bring the subpoena to the attention of the ICAB Administrator or Deputy Administrator, and provide a copy.
- b) Do not respond to, contact or discuss the matter with the issuing/serving party without further guidance.
- c) The ICAB program has legal counsel available to provide guidance to Members, Local & Lead Coordinators and administration throughout the subpoena process. A motion to quash (make null and void) the subpoena will likely be filed on behalf of FCRB. Should other steps be required, specific guidance will be provided.

7.c. FCRB Member Records

- 1) The FCRB program maintains a record for each FCRB Member that may be reviewed by the Member with the exception of confidential reference documentation and record checks. The FCRB Member record contains, at minimum:
 - a) Application with emergency contact information and employment history
 - b) Confidential reference documentation.
 - c) Training records.
 - d) Documentation of personal interview.
 - e) Copy of the FCRB Confidentiality Oath
 - f) Signed Member Letter of Acknowledgement
 - g) Resignation or dismissal documentation
 - h) Exit Survey
- 2) Each FCRB Member shall have name and contact information and other required information entered in ICO. This information can be updated as needed by using the Manage Volunteer option in ICO.
- 3) Closing a FCRB Member Record
 - a) Written documentation of resignation or voluntary or involuntary dismissal of a Member will be kept in the Member's record.
 - b) An exit survey shall be completed by the Member and maintained in the Member's record.
- 4) FCRB Member records shall be maintained for 24 months after the Member's completion of service.

7.d. Use of Technology

Reasonable precautions must be taken to guard confidential issues in regard to the use of technology such as email, electronic and social media sites, computers, and cell phones. Staff and FCRB Members shall install passwords on any device they use for FCRB business and on any files containing information related to FCRB business. Passwords shall not be provided to or shared with any other person.

7.e. Statistical Data

ICAB staff shall maintain complete case and volunteer data for program reporting requirements.

Section 8: Liability protection for volunteers

8.a. State Liability

1. Iowa Code 232.13, for purposes of chapter 669, the following persons shall be considered state employees:
 - a. A child given a work assignment of value to the state or the public or a community work assignment under this chapter.
 - b. A court appointed special advocate and the members of the child advocacy board

- created in section 237.16 or a local citizen foster care review board created in accordance with section 237.19.
2. The state of Iowa is exclusively liable for and shall pay any compensation becoming due a person under section 85.59.

8.b. State Tort Claims

1. Iowa Code 669 State Tort Claims can be viewed at: <http://coolice.legis.iowa.gov/Cool-Ice/default.asp?category=billinfo&service=iowaCode&input=669> .
2. Iowa Code excerpts,

669.24 STATE VOLUNTEERS.

A person who performs services for the state government or any agency or subdivision of state government and who does not receive compensation is not personally liable for a claim based upon an act or omission of the person performed in the discharge of the person's duties, except for acts or omissions which involve intentional misconduct or knowing violation of the law, or for a transaction from which the person derives an improper personal benefit. For purposes of this section, "*compensation*" does not include payments to reimburse a person for expenses.

669.25 LIABILITY.

A person who performs services for a fair, as defined in section 174.1, and is not a full-time employee of the fair is not personally liable for a claim based upon an act or omission of the person performed in the discharge of the person's duties, except for acts or omissions which involve intentional misconduct or knowing violation of the law, or for a transaction from which the person derives an improper personal benefit.

FCRB Policies and Procedures Resources

- Resource 1. ICAB-FCRB Social Media Policy
- Resource 2. LQ Worksheet FCRB
- Resource 3. Lead Questioner Outline for a Review
- Resource 4. Barriers to Permanency
- Resource 5. Chair and Co-Chair Responsibilities
- Resource 6a. P&P Letter of Acknowledgement (New Member)
- Resource 6b. P&P Letter of Acknowledgement (Annual policy updates)



Resource 1. Social Media Policy

ICAB ELECTRONIC AND SOCIAL MEDIA POLICY FOR STAFF AND VOLUNTEERS

Electronic and social media, when used appropriately, can be a powerful tool to increase awareness, support and sense of community for those of us engaged in advocacy for abused and neglected children. It is important that those who choose to engage in social media understand what is recommended, expected and required when they discuss FCRB-related topics. Our ability to serve children depends entirely on the trust and support of our community, and it is critical that we handle the confidential information entrusted to us responsibly.

When you engage in social media and online communication, you become a public figure. As a public figure that is associated with FCRB, you have a responsibility to help protect this organization and our clients. The following expectations are intended to give you guidance in both promoting and protecting the FCRB program and Members, and to protect the children we serve.

Purpose and Scope

The purpose of any electronic or social media site created/used by ICAB staff is to provide news, in-service training opportunities and other FCRB Program-related materials to FCRB Members serving in Iowa. It is also intended to provide program staff and volunteers a site through which program-related current events and training topics can be discussed. It is not intended nor should it be used as a site to post or exchange information about actual cases that could be used to identify a specific child or other specific parties in a case involving child abuse and neglect or any other information which program staff and volunteers are required to keep confidential by law or policy.

Comments submitted to sites will be reviewed and, at the sole discretion of program staff, a representative sample may be posted on the site or comments may not be posted. In addition to the prohibited information enumerated above, the following forms of information will not be posted:

- a. Comments not topically related to the particular content being commented upon;
- b. Profane language or content;
- c. Use of harassing language or tone;
- d. Content that promotes, fosters, or perpetuates discrimination on the basis of race, creed, color, age, religion, gender, marital status, status with regard to public assistance, national origin, physical or mental disability or sexual orientation;
- e. Obscene sexual content or links to obscene sexual content;
- f. Solicitations of commerce;
- g. Conduct or encouragement of illegal activity;
- h. Information that may tend to compromise the safety or security of the public or public systems;
- i. Information or content that violates a legal ownership interest of any other party; or,
- j. Information that promotes or opposes any person campaigning for election to a political office.

User Expectations:

1. Staff

- a. Are permitted to develop and use social media tools as a recruitment and information tool as time allows. This is not a required part of job duties.
- b. Post information about events such as swearing-in local volunteers, interesting articles/videos inspirational quotes and other events at the local or state level.
- c. Have volunteers sign a statement prior to swearing in that gives permission to use their photo for online purposes.
- d. Staff shall notify judges that photographs taken of them may be used in print or electronic media.

2. Members

- a. Can use social media to promote the FCRB program and talk in generalities about their volunteer experiences. FCRB Members must follow the local and state policies on social media.
- b. Cannot at anytime disclose names, circumstances, events or pictures of anyone they are working with, including children, families, caregivers, foster parents, etc.
- c. Are not allowed to friend or follow anyone who would fall under the confidentiality policy such as children, family, foster parents and caregivers.
- d. Cannot use social media to express their opinions about the child welfare process, a ruling, an action taken by a professional or someone on their case.
- e. FCRB Members must use discretion when viewing information from social media about individuals related to FCRB cases that may impact decision-making. FCRB Members will consult with the program Coordinator regarding how best to handle the information.

Information Subject to Public Disclosure

The information submitted to this site is subject to the access and confidentiality provisions of Chapter 22 and any other applicable sections of the Code of Iowa. Any content posted may be subject to public disclosure including Open Records requests.

Authorized Users and Password Protections

Only program staff and sworn ICAB volunteers will be approved to access sites. Persons with approved access shall not allow others to access the site using their login and password information. Passwords shall be different than other agency or program network passwords and be:

- a. At least eight characters,
- b. A mixture of numbers, upper and lower case letters,
- c. Include at least one special character, and
- d. Changed at least every sixty days.

Resource 2. FCRB Lead Questioner Worksheet

Lead Questioner (LQ)

Review Date

of Reviews

FCRB Board

Last FCRB Date

Next court date/type of hearing

BEFORE THE REVIEW: Share the following information with Board Members

Child(ren) reviewed:

Child's Name	DOB	Age	School	Grade	Performing at Grade Level?	IEP?

Date Entered Care

CPP Date

Permanency Goal

DHS Case Manager

Permanency ordered:

TPR Date

APPLA Date

Entered foster care due to: _____

Current Health (Physical & Mental): _____

Family Relationships:

Parents: _____

Siblings, not being reviewed: _____

Other involved relatives: _____

Current Placement(s): _____

Services Provided: _____

DURING THE REVIEW: Get additional answers from testimony. Confirm/clarify as needed during the review.

Instructions: Unless otherwise stated in the question, the time period to consider is the 6-months preceding the review day. **Questions in bold** require written documentation (may be in the CPP or other document) in order to be answered YES. Also, questions M, P, and Q require info related to the father as well as the mother.

CFSR Findings					
Stability in Placement		Yes	No	N/A	UNK
A	Is this the child(ren)'s only entry into foster care in the past 12-months? (If in care 1 year +, is N/A)				
B	Is the current foster care placement stable? <i>Comments</i>				
C	If the placement is at risk of disruption, is DHS addressing the problems through supports and services?				
D	Has the foster care placement remained the same throughout the review period?				
E	If the child(ren) <u>did</u> change placement, was the move directly related to helping achieve the permanency goal? <i>List below all foster care placement change(s) including date of move, level of care and reason:</i>				
Permanency Planning		Yes	No	N/A	UNK
F1	Does the <u>current</u> goal match the child(ren)'s need for permanency?				
F2	If foster care entry was in the past 6 months, was a CPP goal written in 1st 60 days?				
G	<input type="checkbox"/> <i>Reunification/Guardianship/Permanently with Relatives.</i> Is achievement expected within 12 months of entering foster care? (6 months for under age three)				
H	<input type="checkbox"/> <i>Adoption:</i> Is finalization expected within 24 months of entering foster care?				
I1	<input type="checkbox"/> <i>APPLA.</i> Is the current placement committed to provide care until majority age? <i>Comments</i>				
I2	For child(ren) age 14, is DHS providing transition planning / independent living services?				
J1	For child(ren) in foster care 15 of the most recent 22 months, has a TPR petition been filed?				
J2	If no, do compelling reasons exist to not file for TPR? <i>The compelling reasons are:</i>				

Preserving Family Connections		Yes	No	N/A	UNK
Has DHS been making concerted efforts to:					
K	place the child(ren) within 1 hour's travel from the parental home/reunification home?				
L	place the child(ren) together with any siblings in foster care, if appropriate? <i>If no, reason:</i>				
M	provide sufficient frequency and quality of visits for the child(ren) and each parent, and with siblings in foster care for continuity of relationships? [include calls/letters for parents incarcerated or living out-of state; consider comfort of surroundings, visit length, infant increased need for frequency, etc.				
N1	preserve the child(ren)'s community connections? [eg school, extended family, clubs]				
N2	inquire about Indian heritage, notify tribe, follow ICWA placement preferences?				
O	seek out maternal and paternal relative care-givers, if specialized treatment not required?				
P	promote/support a positive, nurturing relationship between the child(ren) and each parent?				
Q	actively involve the child(ren) [if develop. appropriate]and each parent in case planning?				
Meeting the Child(ren)'s Needs		Yes	No	N/A	UNK
Has DHS been making concerted efforts to assess and address the child's:					
R	educational needs? [includes school or pre-school, or younger with dev delays] Comments				
S	physical health needs? [and dental health needs, if appropriately aged] Comments				
T	mental/behavioral health needs, substance abuse issues?[must be written, if applicable] Comments				

When reviewing the Child's Well-Being domain, there are specific questions to cover during the review for various case circumstances. The following questions should be asked. For questions that are answered with a "no", consider making a recommendation to address the issue.

Transition Planning for youth 14 years or older

	Yes	No
1. Has the youth been advised of the "Rights of Youth in Out of Home Placement"? If not, what is the plan for reviewing the document with the youth?		
2. Has youth taken the Ansell Casey Life Skills Assessment? If no, has referral been made:		
3. Has an initial transition planning meeting been held? If yes, date of transition planning meeting: If no, when will the meeting be scheduled?		
4. Is the transition plan included in the CPP, Part C?		
5. Who are the two additional support people the youth wants to include in transition planning?		

Youth with permanency established as APPLA

	Yes	No
1. Are foster parents / caregivers following the reasonable and prudent parent standard? What activities is the youth involved in?		
2. Is youth on track to graduate? If no, what services are available for assistance?		
3. What does the youth want for his/her permanent placement?		
4. Ask if there are any alternative placement options that would be more permanent than APPLA? What "intensive, ongoing efforts for family placement" with a fit and willing relative, including an adult sibling, legal guardian or adoptive parent have been made by DHS?		
5. Who are the youth's caring adult permanent connections?		

Termination of Parental Rights cases

	Yes	No
1. Has the TPR ruling been appealed? If yes, by whom:		
2. If the case has not been transferred to the adoption specialist, what needs to be completed before the transfer is made? What is the timeline to transfer the case?		
3. If case has been transferred to the adoption specialist, has the specialist met with the child?		
4. Has the CPP been updated to include the adoption planning?		
5. Has an adoptive family been identified?		
If yes, is the adoptive home study completed?		
If no adoptive family has been identified, what efforts are being made to locate a family?		
6. Does the child have a Life Book?		
7.		
8. Will this be a subsidized or future needs adoption?		
9. If the child has been placed in the foster/adopt home for six or more months, what is preventing the finalization of the adoption?		
10. If the youth is not "ready" for foster/adopt placement, what are the issues or concerns?		

“X” the box for any Needs identified in the CPP, for discussion of progress:

CHILD WELL-BEING:

- | | | |
|--|--|--|
| <input type="checkbox"/> Child's mental health | <input type="checkbox"/> School performance | <input type="checkbox"/> Relationship w/caregiver(s) |
| <input type="checkbox"/> Child's behavior | <input type="checkbox"/> Motivation/co-op to stay w/family | <input type="checkbox"/> Relationship w/siblings |
| <input type="checkbox"/> Relationship w/peers | | |

Progress:

PARENTAL CAPABILITIES:

- | | | |
|---|---|---|
| <input type="checkbox"/> Supervision of child | <input type="checkbox"/> Disciplinary practices | <input type="checkbox"/> Development/enrichment |
| <input type="checkbox"/> Mental health | <input type="checkbox"/> Physical health | <input type="checkbox"/> Use of drugs/alcohol |

Progress:

FAMILY SAFETY:

- | | | |
|--|--|--|
| <input type="checkbox"/> Physical abuse of child | <input type="checkbox"/> Sexual abuse of child | <input type="checkbox"/> Emotional abuse / child |
| <input type="checkbox"/> Neglect of child | <input type="checkbox"/> Domestic Violence | |

Progress:

FAMILY INTERACTIONS:

- | | | |
|--|--|---|
| <input type="checkbox"/> Bonding with child | <input type="checkbox"/> Expectations of child | <input type="checkbox"/> Mutual support w/in family |
| <input type="checkbox"/> Relationship of parent/caregivers | | |

Progress:

HOME ENVIRONMENT:

- | | | |
|--|---|--|
| <input type="checkbox"/> Housing stability | <input type="checkbox"/> Safety in community | <input type="checkbox"/> Habitability |
| <input type="checkbox"/> Food/Nutrition | <input type="checkbox"/> Financial Management | <input type="checkbox"/> Personal Hygiene |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Income/Employment |

Progress:

Resource 3. Lead Questioner Outline for Review

Instructions: The Lead Questioner reads the **bolded statements** during the review (wording may be altered to be more comfortable to the speaker).

Opening:

1. Ask the facilitator “**Are there any recorded statements or letters to the Board?**”
2. Ask the board to “**Locate the Family Plan section of the CPP and review the ‘Family Functioning Domains’**”

Eliciting updates regarding CPP Domains:

Note: If the child and/or parent(s) is present, always begin by asking for information from them before others.

3. Refer to the Child Well-Being Domain and ask “**Please tell us about the progress regarding [the areas marked with [N]] and the strengths of the child/parent/family that will help them achieve progress regarding the identified needs.**” (Within each domain there will be a ‘narrative,’ ‘goal’, and ‘steps’. It is also good practice to review the steps to determine if each party is doing what is necessary to address the concerns checked in the domain.
 - Refer to each additional Domain which has any areas checked with N and ask “**Please tell us about the progress regarding [N].**”
“**Please tell us about the strengths present in the child/parent/family that will help them achieve progress regarding the identified needs.**”
 - Before moving on, ensure that each domain has been addressed to include:
 - Updates on the family interaction plan
 - Updates on any identified family safety issues

Discussion of permanency issues:

4. Ask “**Has there been a significant change in the planning or the Permanency Goal?**” Listen to any updates.
5. Ask family/DHS “**Are there any family members who might be willing to be a placement (if in a non-relative placement) or become involved in the child’s life?**” Ask DHS what efforts are being done to search for family members to connect the child with? If applicable, ask DHS what efforts are being made to maintain the child’s family culture?
6. Ask “**What is the concurrent plan for this child?**”

For Termination of Parental Rights/Adoption cases:

7. If applicable, ask **“What is the status of the appeal?”**
8. Ask, **“Does the child have a lifebook?”** If not, ask **“What is being done to create a lifebook for the child?”**
9. Ask, **“Will this be a special needs or future needs adoption?”**
10. Ask, **“Are there any services the child will need post-adoption?”**

For youth 14+ years:

11. If the child is age 14 or older, ask **“Is there discussion of the Transition Plan?”** (refer to the Child’s Placement Plan section of the CPP to check progress made in areas identified in the Transition Plan or Youth Life Skills Assessment.)
12. Ask **“Has the child been advised of the *Rights of Youth in Out of Home Placement*?”**
13. Ask **“Has the child identified two people (not DHS or foster parent) to be part of his/her transition planning?”**

For out-of-state placements:

14. If the child is placed in group care outside of Iowa, or within Iowa but more than 150 miles from the child’s home, ask **“What services are needed by this child that are not available in Iowa, or in the proximity of the child’s home?”**

Closing and Recommendations:

15. Ask, **“Are there any new concerns or issues that the Board needs to know about?”**
16. If the Board made recommendations at the child’s last review, ask **“What is the status of recommendations from our last meeting?”** The Facilitator reads the recommendations out loud and asks the IP’s for updates.

Resource 4. Barriers to Permanency

Instructions: If barriers to the child(ren)'s achievement of permanency are noted in the case documents or testimony, please circle the top three barriers and return form to Facilitator. Thank you!

Child(ren): _____ Board: _____
 LQ: _____ Date of Review: _____

CATEGORY	#	BARRIER
		No Barriers noted for this case.
PLANNING		
	1	No written Case Permanency Plan
	2	Case Permanency Plan out-of-date (over 6-months old)
	3	Case Permanency Plan incomplete (eg. missing goal)
	4	Case Permanency Plan lacks clarity
	5	Case Permanency Plan not addressing child's issues (eg. transition planning)
	6	Concurrent planning is appropriate but has not been initiated by DHS worker
		Other (specify):
IMPLEMENTATION		
	1	DHS worker communication/contact w/ foster child lacking
	2	DHS worker communication/contact w/ parent(s) lacking
	3	DHS worker communication/contact w/ placement (eg. PMIC) lacking
	4	DHS worker not assisting with regular visitation for child/parent(s)
	5	Service Provider(s) not actively and productively engaged with child/parents
		Other (specify):
CHILD	1	Resistant/uncooperative to service intervention
	2	Age of foster child, includes majority age issues
	3	Chronic physical health issues
	4	Mental health issues
	5	Substance abuse issues
	6	Legal issues (delinquency, juvenile court service involvement)
		Other (specify):
PARENT(S)		
	1	Family economic problems (inadequate housing, transportation, money mgmt)
	2	Legal problems (incarceration, parole, probation status, restraining orders)
	3	Lack of insight into problems
	4	Resistant/uncooperative to service intervention or visitation
	5	Chronic physical health issues
	6	Mental health issues
	7	Substance abuse issues
		Other (specify):

BARRIERS TO PERMANENCY

Instructions: If barriers to the child(ren)'s achievement of permanency are noted in the case documents or testimony, please circle the top three barriers and return form to Facilitator.
Thank you!

MANAGEMENT		
	1	DHS worker caseload too large to manage
	2	Uncovered case (no DHS worker assigned to child/family)
	3	DHS worker change delays progress
	4	Lack of documentation in Case Permanency Plan
	5	Inadequate DHS worker knowledge of case
		Other (specify):
COORDINATION		
	1	Inadequate coordination by DHS worker and Service Provider(s)
	2	Foster child's special placement needs not being addressed
	3	Interstate Compact delays
		Other (specify):
PLACEMENT		
	1	Foster care placement level not appropriate for child's needs
	2	Frequent changes of foster care placement delaying permanency
	3	Lack of positive working relationship between placement and child's parent(s)
	4	Lack of appropriate adoptive home
	5	Local residential treatment facility not available
	6	Distance between placement and child's parent(s) impedes visitation
	7	Lack of a significant adult connection
		Other (specify):
LEGAL		
	1	Guardian ad Litem not active in case
	2	Frequent delays in court hearings, late rulings or orders
	3	Permanency hearing not held
	4	Appeal of termination is pending
		Other
SERVICE PROVIDERS		
	1	Appropriate counseling/parenting services not available
	2	Substance abuse services not available locally
	3	Supervision for visitation unavailable/inadequate:
	4	Lack of services meeting scheduling needs of parent(s) [eg, evenings weekends]
		Other (specify):

Resource 5. Chair & Co-Chair Responsibilities

FCRB CHAIRPERSON RESPONSIBILITIES

Duties are to:

- Assume leadership responsibility for the FCRB. Consult with the Vice-Chairperson, Facilitator or others as needed for decision-making during the review meeting (examples include whether to permit participation by persons without legal standing non-IPs in a review by having consent agreements and confidentiality forms signed; re-assigning LQ roles for absent members, etc.)
- Introduce FCRB volunteers at review meetings
- Read the *Announcement to Interested Parties* in a conversational, relaxed tone
- Introduce the Lead Questioner for the case
- Maintain the schedule, and keep the Board members on task during the review process
- Become LQ for absent members
- Complete *Chairperson Meeting Summary* after review meetings, including case-specific or systems concerns needing additional attention or feedback on in-service training materials
- Conduct/participate in evaluations of Facilitator
- Participate in Chairperson meetings when scheduled, or arrange for alternate in your absence

FCRB VICE-CHAIRPERSON RESPONSIBILITIES

Duties are to:

- Fulfill Chairperson responsibilities in that person's absence
- Collect case file information following reviews, and give to the Facilitator for return to the Administrative Assistant in local program office
- Retrieve BARRIERS TO PERMANENCY/*Tracking Forms*, *Donated Hours/Mileage* forms for the Facilitator to return to the Administrative Assistant in local program office



Resource 6.a. Letter of Acknowledgment (New Members)

Letter of Acknowledgement of FCRB Policies & Procedures Manual

I have received a copy of and read the ***FCRB Program Policies and Procedures Manual for Members***. I understand its contents and agree to follow the policies and procedures as set forth in it. As policies are updated, I understand changes will be provided to me in written form.

I further understand my responsibilities as a FCRB Member and failure to perform those duties may result in dismissal from the program.

Use of photographs (choose one):

- ☐ The FCRB program **is allowed** to post photographs of me online or submit to print media as they relate to the FCRB program; **OR**
- ☐ The FCRB program **is not allowed** to post any photographs of me online or submit to print media at any time.

Acknowledgement of Social Media Policy:

- ☐ I have read, understand and will abide by the ICAB Electronic and Social Media Policy.

FCRB Member Signature

Coordinator Signature

Print FCRB Member name

Date



Resource 6.b. Annual Acknowledgement

Annual Acknowledgement of Receipt

I, _____, acknowledge that I have received the *FCRB Program Policy and Procedures Manual* and summary of policy or procedural updates.

I have been directed to read the *FCRB Program Policy and Procedures Manual* and was offered an opportunity to ask questions about the contents. I am also aware that I am expected to read and be familiar with any updates to the policies and procedures contained in this manual. I acknowledge my understanding of the expectations for working within the framework of the policies and procedures as contained in this manual.

/s/

Volunteer/Facilitator e-signature

Date

Please return to the local coordinator within 15 calendar days of receiving the P&P manual or changes.